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ABSTRACT

This is an evaluation of the bilingual program in District 30, Queens, New York City during 1979-1980. The report states that the program was designed to aid the educational and cultural development of Greek and Korean speaking limited English pupils in grades K-6. Program objectives are listed as achievement gains in students' English speech and comprehension, native language proficiency, social studies, science, and mathematics performance, and increased student participation in classroom activities and extracurricular activities. Pretest and posttest scores show that the first three objectives were met and teachers' ratings reveal increased student involvement. Notes from several classroom observations are provided and teacher training, parent activities, and the Parents Advisory Committee are discussed. (APM)

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DISTRICT 30 QUEENS

FINAL REPORT

CHAPTER 720

Greek/English

Korean/English

Project # 5001-30-18401

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I. PROGRAM DESCRIPTION

District 30 Queens, Chapter 720 Bilingual Program was formulated to aid the educational and cultural development of Greek- and Korean-speaking limited English proficiency pupils. The schools participating in the program are P.S. 85 Q, P.S. 70 Q, P.S. 122 Q, and P.S. 11 Q. The pupils participating in this program are in grades K-6 with different grades in the different schools. There are presently 76 Greek children and 54 Korean children in the Chapter 720 program.

At the beginning of the year, based on the original proposal, there were only two schools involved in the Chapter 720 Bilingual Program. P.S. 70 had the Greek oomponent and P.S. 11 the Korean component. Subsequently to that and after obtaining permission from the New York State Bureau of Bilingual Education, there were two more schools (P.S. 85 and P.S. 122) added servicing Greek Bilingual limited proficiency students.

The Chapter 720 Bilingual Personnel are as follows:

School	Chapter 720 Teacher	Chapter 720 Paraprofessional	Language	Tax Levy Teacher
P.S. 70	Mrs. E. Paulos	Mrs. D. Sakatis	Greek	-
P.S. 85	-	Mr. D. Kastanis	Greek	Mrs. E. Spiridakis
P.S. 122	-	Mr. A. Andriotis	Greek	Ms. Maria Kollia
P.S. 11	Young Lee	Mrs. J. Chang	Korean	-

The Chapter 720 program is composed of an English as a Second Language component as well as content area instruction in the dominant language (Geek and Korean).

II. EVALUATION FINDINGS

The evaluator visited the four schools involved in the Chapter 720 program numerous times during the school year. These visits included classroom observations, teacher interviews, and administrator interviews. There were also scheduled meetings with the project coordinator, Dr. Anemoyanis, and her staff, who provided information about the program.

SCOPE OF WORK

The evaluator has made several visits to the classroom and has found an excellent atmosphere to exist which is most conducive to the learning experience. There is also a very good rapport between the teachers and paraprofessionals, and the students. There are paraprofessionals assisting in both bilingual programs. The paraprofessionals, as the bilingual teachers themselves, are all experienced in working with the limited English-proficient child and bring their experience and expertise to the program.

The teachers in this program have made up their own materials as well as availed themselves of curriculum materials in the District's Bilingual Office and the Central Board's Resource Center. The Specialists in the District's Curriculum Office have also offered their assistance in the areas of assessing, examining and ordering specialized materials for bilingual programs. They also developed Greek bilingual curriculum materials which the teachers use in the classroom to supplement those developed on their own and those developed by the Northeast Center for Curriculum Development and the Greek Ministry of Education.

As for the use of Korean Language materials the teacher and para-professional use their own teacher made materials and that which they obtained from local Korean bookstores. The District also contacted the Resource Center of the N.Y.C. Board of Education Bilingual Office, the BESC of Hunter College, the Asian Studies Department of Seton Hall University, the Lau Center of Columbia University as well as the Asian-American Bilingual Center at Berkley, California, in order to obtain Korean Language materials suitable for the programs.

Curriculum development has been implemented to cover all the major substantive areas such as Math, Science, Social Studies as well as units dealing with the cultural heritage of the people.

The target pupils' culture has also been emphasized by the availability of cassette recordings and filmstrips depicting the various aspects of their culture, the celebration of the different ethnic and culture weeks in their respective schools through assembly programs, food fairs, and exhibits of children's work depicting their heritage. The utilization of these materials and the implementation of these programs are due to the extensive planning of the project coordinator and the bilingual office staff.

OBJECTIVES RELATED TO PUPIL'S PROGRESS

Objective I

It is expected that by the end of the school year at least 60% of the students involved in the program will have progressed in their ability to speak and understand English beyond that expected without this program.

Objective II

It is expected that by the end of the school year at least 60% of the students involved in the program will have progressed in their native language proficiency beyond that expected without this program.

In compliance with the proposal, Objectives I and II measuring the students' progress in English language proficiency and native language proficiency were tested using the Basic Inventory of Natural Language a language assessment tool. The BINL was administered in October 1980 and again in late April 1981. The BINL is a complete criterion referenced system designed to assess language dominance proficiency and growth of students in school language arts and reading programs. It is particularly suited to bilingual programs dealing with dialects and language development. The BINL gives a series of scores which become the language profile for each student. The scores in the table reflect the total number of words used by the student during the sampling and indicate as well the ability to use vocabulary, structures, and forms in both languages. The pre-test and post-test scores recorded on the table are scores which encompass the Level of Complexity, command of the structures of the language,

including the use of modifiers, phrases, and clauses.

In order to assess the progress of the children in each language, a t-test was computed comparing the pre-test mean with the post-test mean. The t-test were computed by grade levels in the individual schools. The table which follows is the result of the t-test which was calculated to see if 60% of the students had progressed to a level of significance of .05 or better for both the Greek and Korean children.

Of those children in the Greek program 83% were in groups whose post-test means were significantly higher than the pre-test means in Greek and 100% of those participating were in groups whose post-test means were significantly higher than the pre-test means in English.

Of those children participating in the Korean program 23% were in groups whose post-test means were significantly higher than the pre-test means in Korean and 100% of those participating were in groups whose post-test means were significantly higher than the pre-test means in English.

Considering the BINL scores, 75% of those participating in the program showed progress in native language proficiency and 100% showed progress in English language dominance. Based on these results Objectives I and II have been met.

Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-ratio

School	Grade	Number	Pre-test mean	Post-test mean	t-ratio
			Greek		
P.S. 70	1,2	16	38.31	37.44	.55 (NS)
	3,4,&5	15	50.60	56.93	2.61*
P.S. 85	1	43	40.84	48.88	3.49*
P.S. 122	1	18	26.56	39.33	6.96*
			English		
P.S. 70	1,2	16	44.75	50.38	2.93*
	3,4,& 5	15	42.67	61.27	5.92*
P.S. 85	1	42	24.55	39.52	7.91*
P.S. 122	1	18	28.72	43.22	5.97*
			Korean		
P.S. 11	K	10	17.20	26.60	2.68*
	1,2	10	42.20	41.2	.14 (NS)
	3,4	12	18.41	44.42	.37 (NS)
	5,6	13	33.69	29.77	1.85 (NS)
			English		
P.S. 11	K	10	21.00	36.20	2.76*
	1,2	10	14.0	29.40	3.06*
	3,4	12	16.92	43.42	4.23*
	5,6	13	18.00	28.08	3.61*

*Significant at .05 level of confidence

Objective III

It is expected that by the end of the school year at least 60% of the children involved in the program will progress in Social Studies, Science, and Math, beyond that expected without the program, due to instruction in these areas in the subjects' dominant language.

The bilingual teachers completed a rating scale for pupil performance in the areas of Social Studies, Science, and Math. On one scale, they rated the student in relation to his/her ability to comprehend the concepts in each of the academic areas. The other scale rated the student in relation to his/her ability to apply the concepts learned in each academic area.

For assessment, the following scale was used:

1 - low performance

2 - below average performance

3 - average performance

4 - above average performance

5 - high performance

In order to assess the progress of the performance, a t-test was computed comparing the pre-test average ratings with the post-test average rating. The ratings were done by grade level in the individual schools. The table which follows is the result of the t-test calculated to determine if 60% of the students had progressed to level of significance of .05 or better for both Greek and Korean children. All the children participating in the program were in groups whose post-test average rating was significantly higher than the pre-test average rating in Social Studies, Science, and Math.

In addition to the rating scales done by the teachers, the Metropolitan Achievement Test in Mathematics was used to assess student growth in the area of mathematics. In order to assess the progress of the children in the area of mathematics, a t-test was computed comparing the pre-test mean with the post-test mean. The t-test was computed by grade levels in the individual schools. The table which follows is the result of the t-test which was calculated to determine if 60% of the students had progressed to a level of significance of .05 or better for both Greek and Korean children.

Of those children participating in the Chapter 720 Greek bilingual and Korean bilingual program, 100% were in groups whose post-test means were significantly higher than the pre-test means in the MAT in Mathematics.

Combining the results of the MAT scores and the rating scales done by the teachers of children's performance in Social Studies, Science and Math, Objective III has been met.

Results of Program Teachers' Ratings of Children's Progress in Social Studies, Science and Mat

by Grade Levels with t-Ratio

GREEK

School	Grade	Number	Area 1 Ability to Comprehend Concepts: Pre Rating	Post Rating	t	Area 2 Ability to Apply Concepts: Pre Rating	Post Rating	t
				Social Studies				
PS 70	1 & 2	16	2.5	3.6	7.36*	2.5	3.56	6.75*
	3,4,& 5	18	2.56	3.89	8.81*	2.56	3.89	8.81*
PS 85	1	23	1.39	2.61	9.77*	2.17	3.3	7.48*
PS 122	1	18	1.56	2.67	10.09*	1.0	2.67	10.31*
				Science				
PS 70	1 &2	16	2.44	3.5	7.36*	2.44	3.5	7.36*
	3,4, &5	18	2.61	3.78	8.73*	2.67	3.78	7.45*
PS 85	1	23	1.65	2.61	8.17*	1.48	2.43	9.66*
PS 122	1	18	1.56	2.67	10.09*	1.0	2.67	10.31*
				Math				
PS 70	1 & 2	16	2.56	3.6	6.24*	2.56	3.75	7.79*
	3,4, & 5	18	2.89	4.0	6.20*	2.89	4.0	6.20*
PS 85	1	23	1.48	2.78	8.84*	1.26	2.56	11.11*
PS 122	1	18	1.56	2.83	11.74*	1.0	2.83	12.53*

*Significant at .05 level of confidence

Results of Program Teachers' Ratings of Children's Progress in Social Studies, Science and Math by Grade Levels with t-Ratio

KOREAN

School	Grade	Number	Area 1 Ability to Comprehend Concepts: Pre Rating	Area 1: Post Rating	Area 1: t	Area 2 Ability to Apply Concepts: Pre Rating	Area 2: Post Rating	Area 2: t
				Social Studies				
PS 11	1,2,& 3	11	2.36	3.27	3.62*	2.09	2.73	5.16*
	4,5,& 6	20	1.8	3.2	7.61*	1.55	2.5	8.33*
				Science				
	1,2,& 3	11	2.55	3.09	3.47*	1.73	2.64	5.58*
	4,5,& 6	20	1.75	2.55	5.8*	1.5	2.25	6.1*
				Math				
	1,2,& 3	11	2.64	3.64	5.21*	2.0	3.0	5.21*
	4,5,& 6	20	2.35	3.4	6.86*	2.1	2.95	6.49*

*Significant at .05 level of confidence

Mean Scores on the Metropolitan Achievement Test in Mathematics by Grade Level with t-ratio

School	Grade	Number	Pre-test mean	Post-test mean	t-ratio
			GREEK		
P.S. 70	1,2	16	12.50	16.13	3.95*
	3,4&5	15	42.47	54.13	5.21*
P.S. 85	1	44	12.50	18.64	10.30*
P.S. 122	1	18	4.50	12.67	10.19*
			KOREAN		
P.S. 11	K	10	17.80	28.10	6.27*
	1,2	10	18.18	26.64	5.96*
	3,4	12	62.75	70.42	8.61*
	5,6	13	68.54	73.84	4.75*

* Significant at .05 level of confidence

Objective IV

Those students who participated in the bilingual program showed greater participation in classroom activities and extra-curricular activities as evidenced by the number of voluntary contributions made in class and the number of volunteers for activities.

The teachers completed a scale for the children in their classes rating participation in both classroom activities and extra-curricular activities. Each area received a pre and post rating. The scale used was:

1 - never

2 - sometimes

3 - average number of times

4 - more than average

5 - much of the time

In order to assess the progress of the children, a t-test was computed comparing the pre and post ratings of the children in each area in grade levels in the individual schools. The table which follows is the result of the t-test which was calculated to determine if the students had progressed to a level of significance of .05 or better.

All of the children participating in the program, both Greek and Korean, were in groups whose post-test rating was significantly higher than the pre-test rating in both classroom activities and extra-curricular activities.

Based on these results, Objective IV has been met.

Results of Program Teachers' Rating of Children's Participation in Classroom Activities and Extra-Curricular Activities by Grade Level with t-Ratio

GREEK

			Classroom Activities			Extra-Curricular Activities		
School	Grade	Number	Pre Rating	Post Rating	t	Pre Rating	Post Rating	t
PS 70	1 & 2	16	3.25	4.19	5.52*	3.25	4.19	5.52*
	3,4,& 5	18	2.94	4.06	4.89*	2.94	4.06	4.89*
PS 85	1	23	2.48	3.74	13.40*	2.52	3.87	13.24*
PS 122	1	18	2.33	3.22	6.49*	1.44	3.0	9.4 *
				KOREAN				
PS 11	1,2,& 3	11	2.91	4.0	6.69*	2.82	3.73	9.99*
	4,5,& 6	20	2.8	3.25	3.3 *	3.5	3.85	3.21*

*Significant at .05 level of confidence

Classroom Observations

The several occasions that the evaluator had to visit the Greek and Korean classrooms were indeed very rewarding and impressive experiences. The atmosphere was pleasant and it was obvious that the learning process was at work. The classrooms were decorated not only with the children's work but also with displays of the different cultural areas. The work on the bulletin boards was in both languages English/Greek or English/Korean.

Part of the success of this program is the classroom atmosphere, but it is also necessary to point out the enthusiasm and concern of the teachers and paraprofessionals who form such an important part of this program. The teachers are well informed of the academic and personal problems of all of the students in the class. They also are knowledgeable in the methodology of the bilingual classroom.

The paraprofessionals also contribute an important part to this program. They work very closely with the classroom teacher. They are responsible for working with small groups of children and make individual work with the children possible. They have also been helpful in the preparation of new instructional materials.

The parents have also demonstrated a positive attitude to the program. Their relationship with the teachers and paraprofessionals is indeed a close one which has also aided in the success of this program.

The evaluator also observed that the enthusiasm and concern for the children in the program was visible at all grade levels. The efforts of the team of teacher and paraprofessional were seen in the results of the planning necessary to make the program function well at all grade levels.

The ESL component is also an important part of each program, and one

enjoyed by the children. The children are taught in a relaxed atmosphere and encouraged to express themselves in English. In the Korean bilingual class, for example, the children stepped forward one at a time while the other children in the class responded, usually in complete sentences, with a description of what the child was wearing. Follow-up work in the area of colors and clothing include writing what the other children were wearing and drawing pictures using colors.

An interesting observation was in a Greek bilingual science class at P.S.70. The children learned about the Solar System, and work pages and illustrations were distributed to the children, one page in English and the other in Greek. The children were able to participate in the discussion and finally made posters in English and Greek.

The children also demonstrated their ability to express themselves in English and Greek in the Social Studies classes. The children learned about George Washington and Abraham Lincoln. After the unit was completed, the children then made up booklets with some parts written in English and some parts written in Greek. These booklets were also illustrated by the children with pictures describing the short discussion.

On March 25, the children of the Greek bilingual program (at P.S. 70, 85, 122) celebrated Greek Independence Day. Prior to the celebration, the children learned about Greek Independence Day and wrote short reports about different aspects of independence. Some reports were in Greek and others were in English. The reports were put together with drawings included to make up a complete report about Greek Independence Day. It was a unit thoroughly enjoyed by the children.

To complete the cultural part of the program, the children have learned songs of their parent's native land, as well as regional dances. These songs

and dances are also shared with other children in the school to make the cultural interchange more complete.

Teacher Training

The Bilingual Staff and TESL staff were able to take courses leading to advanced degrees in Bilingual Education under the Title VII Training Grant. They took courses at St. John's University, New York University, Queens College, and Hunter College. Some of the courses taken dealt with student needs, field experience, methodology, children's art, foundations of education, reading, linguistics, psychology, and bilingualism. Outside consultants were also brought in to conduct workshops and seminars. These in-service workshops were well attended and proved to be very helpful to the members of the bilingual staff.

Parent Activities

The parents formed an important part of this program lending their support and enthusiasm. The parents not only participated themselves in the program, but were also anxious that their children participate. The parents have worked closely with the bilingual staff and have often gone to the staff when they had behavioral problems, to learn techniques to help their children at home, or to simply seek aid in filling out forms. The Chapter 720 Greek bilingual staff took part also in the planning and organization of the First Annual Greek Parents Conference held at P.S. 122 Q., on Saturday, June 20, 1981. They participated in parent workshops where they enlightened the parent as to the merits of their bilingual programs, how it can help their children become better educated students, and how to involve themselves by taking a more active part in the education of

their children.

The parents are also encouraged to enroll in English as a second language classes which are offered at the target schools under a Title VII training grant. At P.S. 70, 85, 122 these classes are offered for two periods during school hours once a week, and at P.S. 11, for two hours from 3:00 - 5:00 P.M. once a week for the duration of the school year.

Parents Advisory Committee

Parents attended bimonthly advisory committee meetings at the District Office Conference Room, where they acquainted themselves with the guidelines and procedures of the bilingual program and involved themselves with the implementation of the program.

Overall Evaluation and Recommendations

From the visits to the different classrooms and the conversations with the teachers in the program about the program, the teaching methodology and techniques used, and teacher-student relationships, the evaluator feels that the program objectives have been successfully met.

The parental participation in the program continues to be positive and proves to be an effective part of this program. The participation of the parents in the Advisory Committee has not only enlightened them with the guidelines of the bilingual program, but has also involved them in this program and its implementation.

Given the results of the t-test, all the Objectives of the program have been fulfilled as proposed in the Chapter 720 grant. In all, the evaluator finds this program to be very successful and recommends that it continue the excellent work that has made it a fine example of what bilingual education can and should be.